

### ***International Education: The Basque Country***

The Idaho State Department of Education is dedicated to increasing the technical capability, social readiness, and global perspective of high school graduates in order that they will complete school with the character, skills, and knowledge to become responsible and productive citizens in their community, state, nation and world. The following lesson on the Basque Country integrates one of Clifton Taulbert's *Eight Habits of the Heart* "to incite your memory and passion so that you can employ your imagination in the building of good communities for the twenty-first century."

Taulbert, Clifton. (1997). *Eight Habits of the Heart*. New York, New York: Penguin Books.

*Within the community, brotherhood is the habit that reaches beyond comfortable relationships to extend a welcome to those who may be different from yourself.*

Taulbert, p. 49

Approximately 90 minutes will be required to complete the background information, maps, and follow-up activity utilizing the Basque Country as a case study in the examination of issues relating to ethnic divisions worldwide. Approximately 45 minutes will be required to complete the background information and maps if this activity is utilized solely as a cultural study of the Basques and their contributions to the Idaho community.

Information gathered in part from the following *Idaho Statesman* articles:

- "Where the old world meets the new world - Bilbao", November 2, 2004
- "Spain premier condemns effort to make Basque region independent", January 4, 2005
- "Spain's prime minister rejects Basque plan for independence", January 14, 2005
- "2005 Jaialdi", April 17, 2005
- "Ruling Basque nationalists win key regional election", April 18, 2005
- "Basques, by any other name", May 17, 2005
- "Idaho Basques prepare for big festival", July 19, 2005
- "Bieter to welcome Gernika city leader", July 2005
- "JAIALDI 2005 KICKS OFF", July 25, 2005

#### **I. Content:**

I want my students to understand (or be able to):

- A. Use maps to acquire and process information from a spatial perspective.
- B. Use mental maps to organize information about people, places, and environments.
- C. Recognize the human and physical characteristics of the Basque Country.
- D. Explore the Basque cultural contributions to the Idaho community.
- E. Draw parallels with other ethnic groups within multicultural societies.

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### **II. Prerequisites:**

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. The development and use of maps.
- B. The identification of physical and human features on maps to analyze place.
- C. The recognition of how culture and experience influence people's perception of places and regions.

### **III. Instructional Objectives:**

The student will

- A. List examples of Basque cultural influence on the Idaho community.
- B. Locate and label Spain and France on a map of Europe including political and physical features.
- C. Locate and label the area known as the Basque Country (Euskadi) including political and physical features.
- D. Practice the process of mental mapping the region.
- E. Compare and contrast the Basques, in terms of political status and perceptions, with other ethnic minorities (from grade level area studies) who live in multicultural nations.

### **IV. Materials and Equipment:**

*Teacher:* Overhead projector  
Map transparencies: Map #1 - Europe  
Map #2 - The Basque Country  
Transparency markers  
Lesson packet  
World wall map

*Students:* Map #1 - Europe  
Map #2 - The Basque Country  
Instruction sheets  
Atlas or textbook map  
Colored markers or pencils

### **V. Instructional Procedures:**

This lesson is designed to (1) provide an opportunity to familiarize students with the Basque Country and its people and explore their contributions to and influence on the Idaho community. (An interdisciplinary connection utilizing the available language arts lesson would enhance interest and understanding.) (2) serve as a springboard for the study of other ethnic groups that are divided by national boundaries and seeking their own countries (e.g. Kurds), or an ethnic minority within a nation's boundaries desiring an independent nation, (e.g. French Canadians), or groups that appear to have been successfully and peacefully

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incorporated within a multicultural nation and are loyal to that government (e.g. the 30-40 ethnic groups within Kenya's borders.)

- A. Write the following quotation on the board prior to class:  
"I'm a thinker, and to me it's important for people to be from somewhere. Ideally, we should all be from somewhere. Our roots should be buried in one place but our arms should reach out to the entire world, and the ideas from any culture should be of value to us." Eduardo Chillida, artist
- B. As an introduction to the lesson, read aloud the quotation. Explain that Chillida was a famous artist who lived in the Basque Country. Ask for student volunteers to offer their interpretation of this quote and then discuss.
- C. Inform the students that Idaho has the world's third-largest Basque population outside of the Basque homeland - second is Argentina - and that the Basque culture has influenced and enriched our state community. (Approximately 15,000 Basques reside in southwestern Idaho.) Then, ask students to volunteer facts about the Basques or impressions they hold regarding them. Record these on the board.

Responses might include some of the following:

- 1. They speak Basque, a language unrelated to any other.
  - 2. Boise has a Basque Block that includes a Basque museum, boarding house, restaurant, Basque Center, etc.
  - 3. Many Basque immigrants to Idaho became sheepherders.
  - 4. The Basque dancers (Oinkari) are well-known.
  - 5. Jaialdi (*Big Festival*), an international Basque cultural festival, is celebrated in Boise every five years.
- D. Ask, "Did you also know that"...
- 1. Columbus reached America in 1492 with Lakotze, a Basque navigator called Juan de la Cosa by the Spanish?"
  - 2. Although Magellan has been credited as the first to sail around the world, he was killed in the Philippines and Elkano, a Basque captain, sailed the surviving ship back to Spain?"
  - 3. Simon Bolivar, the liberator of South America, was a Basque; although he as been labeled Spanish?"
  - 4. Mayor Dave Bieter of Boise is believed to be the first person of Basque ancestry to be elected mayor of a U.S. capital city?"
  - 5. In the Basque country, Idaho is well-known?"
- E. Pose the question, "Who are the Basques? Where is their homeland?" Explain that the Basque people have a homeland but not a nation. (Have students define *nation* as a group of people organized under a single, independent government.) Inquire if any students know the location of this homeland, referred to as the Basque Country.
- F. Direct student attention to a world wall map and locate Spain and France. Explain that the Basque Country lies within the boundaries of these two

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- nations.
- G. Remind students that geography affects the culture and history of a place. To investigate a country or region in terms of geography, culture, history and economics, the study begins with location.
- H. Distribute copies of **Map #1: Europe** and the instruction sheet. It is recommended that this map activity be done orally as a class with the teacher modeling the procedure on a map transparency as the students locate and label on their maps. Reinforce the need for exact and neat work.
- I. When **Map #1: Europe** has been completed, instruct students to place it in their notebooks for future reference. Then, begin a short mental mapping practice. Without access to any maps, ask them to visualize the relative location of Europe, the Atlantic Ocean, the Mediterranean Sea, the Pyrenees Mountains, Spain and France.

**Mental Mapping:** The ultimate goal of map work is to train students in mental mapping- the skill to visualize the relative location of places without the use of maps. Students should be asked routinely to practice this skill upon completion of each map activity to facilitate the organization of information about people, places, and environments in a spatial context. For example, students should have the ability to “see” in their minds that Idaho is bordered on the east by Montana and Wyoming and that Montana is north of Wyoming

- J. **Map #2: The Basque Country**, accompanied by the instruction sheet, should be completed using the same procedure recommended for **Map #1**.
- K. After the map has been stored in the notebook and mental mapping has been practiced, refer students to Clifton Taulbert’s quotation, which also should be written on the board prior to class. Read aloud and ask student volunteers to offer their interpretation and discuss.
- “Within the community, **brotherhood** is the habit that reaches beyond comfortable relationships to extend a welcome to those who may be different from yourself.”
- Clifton Taulbert from ***Eight Habits of the Heart***  
Embracing the Values that Build Strong Families and Communities
- L. Remind the students that the Basque Country is not an independent nation. At this point in the lesson, a more in-depth explanation will be required. Provide the following information:
- Explain that the Basque region of Spain is one of the country’s richest areas and has a population of 2.2 million people. (Idaho’s population is approximately 1.3 million.)
  - A 1979 charter granted the region broad autonomy (self-government) within the Spanish nation. This includes control over its own police force, schools, health care, and other public services. It is the only region within Spain to collect its own tax revenue.
  - For decades, there has been a Basque campaign for an independent

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homeland. At times, this campaign has been marked by violence. An armed Basque separatist group ETA has been blamed for more than 800 deaths since the 1960's. Although many Basques want their own country, most do not approve of terrorism.

- In January 2005, the Spanish Prime Minister Jose Luis Rodriguez Zapatero rejected a proposal that would have granted the Basque region virtual independence. The Deputy Prime Minister Maria Teresa Fernandez de la Vega reported, "It divides citizens, Basque people and Spanish people." At a new conference, Zapatero remarked, "This proposal does not form part of the future of our country. This proposal is part of the policies of the past. The policy of the future is the integration and union of the peoples of Spain and Europe."

M. Lead a discussion on the following questions. This activity encourages students to view issues from multiple perspectives. Let them know that there are no "right" answers- that culture and experience influence people's perceptions. Depending upon areas previously covered in the curriculum, numerous parallels can be drawn with other ethnic groups.

#### **Suggestions for comparisons are in parenthesis.**

1. Reread the quotations from the Spanish prime minister and deputy prime minister. Reread Clifton Taulbert's quotation. Then ask if they think the Spanish prime minister and deputy prime minister's attitude reflects Taulbert's concept of *brotherhood* - reaching out and welcoming those who may be different.
2. After some discussion, follow up by asking the students if they think there could be motives by the Spanish government, beyond the "integration and union of the people of Spain," for denying Basque independence. Remind them that the Basque region is one of the richest in Spain. (Similarly, Quebec is a major contributor to Canada's economy and has asked for a vote for independence from Canada in 1980 and 1994. Both times the issue was defeated.)
3. Is it possible for an ethnic group such as the Basque to retain its cultural identity and still be loyal to a national government in which it is a minority, *or* does diversity always result in division?
  - (The provincial government of Quebec has passed laws to preserve the French heritage of its citizens.)
  - (Thirty to forty different ethnic groups reside in the African country of Kenya. The former Prime Minister Arap Moi was accused of giving special favors to people of his own ethnic group. This resulted in violent demonstrations in 1991 and the forming of a multiparty system of government.)
4. Could there be deep-rooted justification on the part of the Basques for their campaign for independence? As an example, explain that during the rule of Spanish dictator Francisco Franco (1939-1975), it was forbidden to speak the Basque language (Euskara) publicly. This was

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an attempt to crush Basque pride. Would it be likely that the Basques and non-Basques in Spain have differing viewpoints or perspectives on this issue? Remind students that in a long-standing conflict, it is oftentimes difficult to determine the causes.

- (In Africa, the European colonizers created conflict among ethnic groups where none had existed before by drawing boundaries between countries that separated ethnic groups or placing groups with long-standing rivalries within the boundary of a single nation.)
5. Can you think of other ethnic groups in the world that because of a deep sense of cultural identity, desire a country of their own instead of being part of other multi-ethnic nations? (French of Quebec or Kurds, a mountain people who live in Armenia, Georgia, Iran, Iraq, Lebanon, Syria, and Turkey, etc.)
- N. The closure for this lesson should include a teacher-led mental mapping exercise accompanied by an oral review of terms such as *multi-ethnic or multicultural, separatists, multiple perspectives*.

#### **VI. Assessment/Evaluation:**

Upon completion of the lesson, students should be demonstrating success in mental mapping as a tool for viewing areas of the world in spatial terms. In a short essay, students should be able to define the Basques in terms of homeland location, cultural influence on the world, including the Idaho community, and campaign for independence.

#### **VII. Idaho Achievement Standards:**

- 6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
- 6-9.GWH.2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.
- 6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.
- 6-9.GWH.2.3.2 Describe major physical characteristics of regions in the Western Hemisphere.
- 6-9.GWH.2.3.3 Describe major cultural characteristics of regions in the Western Hemisphere.
- 6-9.GWH.2.4.2 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.
- 6-9.GWH.2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.

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- 6-9.GWH.2.5.3    Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere.
- 6-9.GWH.2.5.4    Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere.
- 6-9.GWH.5.1.4    Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.
- 6-9.GEH.1.8.6    Examine multiple points of view by analyzing a current event relating to Africa or Asia.
- 6-9.GEH.2.1.1    Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
- 6-9.GEH.2.1.3    Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.
- 6-9.GEH.2.1.4    Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.
- 6-9.GEH.2.3.2    Describe major physical characteristics of regions in the Eastern Hemisphere.
- 6-9.GEH.2.3.3    Compare major cultural characteristics of regions in the Eastern Hemisphere.
- 6-9.GEH.2.4.2    Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.
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**VIII. Follow-up Activities:** See extension activity.

**Instruction Sheet**  
**Map #1 – Europe**

**Map #1 - Europe**  
**Instruction Sheet**

To study a region, it is necessary to be familiar with its location. The Basque Country lies within the boundaries of Spain and France. Referring to an atlas or textbook map of Europe, identify, locate, and label the following. Spell and capitalize correctly.

1. Across the top of your map write **EUROPE**.
2. Spain and France share a common border. Locate Spain and France and label each with a black pen or marker. Outline **Spain** in green and **France** in red. (Spain and Portugal occupy the peninsula known as the Iberian Peninsula. A peninsula is a body of land surrounded by water on three sides. When outlining the border of Spain, be aware of the border between Spain and Portugal.)
3. The national capital of Spain is Madrid. The absolute location of Madrid is 40° N, 4° W. Place a star or asterisk surrounded by a circle on your map at the exact location and label it **Madrid**. In the legend, place the star symbol surrounded by a circle and label it **national capital**.
4. The national capital of France is Paris. The absolute location of Paris is 49° N, 2° E. Place a star or asterisk surrounded by a circle on your map at the exact location and label it **Paris**.
5. The Iberian Peninsula is separated from the rest of Europe by the Pyrenees Mountains. This mountain range, about 300 miles long, lies along the border between Spain and France. Draw in this range at the correct location using inverted **V**'s as a symbol. Label this range the **Pyrenees**.
6. With a blue colored pencil or marker, shade around the coastline of Spain, Portugal, and France.
7. The world's second largest ocean, the Atlantic Ocean, contains about 23% of the earth's water. Label the **Atlantic Ocean** on your map.
8. A sea is defined as either a smaller division of an ocean or a large saltwater body partially enclosed by land. The Mediterranean Sea is the world's largest inland sea. Its name means "middle of the earth" which indicates its early historical importance. Label the **Mediterranean Sea** on your map.
9. A strait is a narrow body of water connecting two larger bodies of water. The Atlantic Ocean and the Mediterranean Sea are connected by the **Strait of Gibraltar**. Label this water form on your map.
10. A bay is a body of water partially surrounded by land. Locate the Bay of Biscay. The Basque Country lies in the western Pyrenees Mountains along the Bay of Biscay. This location accounts for the fact that Basque people have historically been shipbuilders, whalers, and explorers. Label the **Bay of Biscay** on your map.



## Instruction Sheet

### Map #2 – The Basque Country

#### Map #2 - The Basque Country Instruction Sheet

Let's take a closer look at the Basque Country. You will notice two maps - the smaller one clearly delineating the Basque Homeland along the western Pyrenees and the Bay of Biscay. With that picture in mind, identify and locate the following on the enlarged map of the Basque Country.

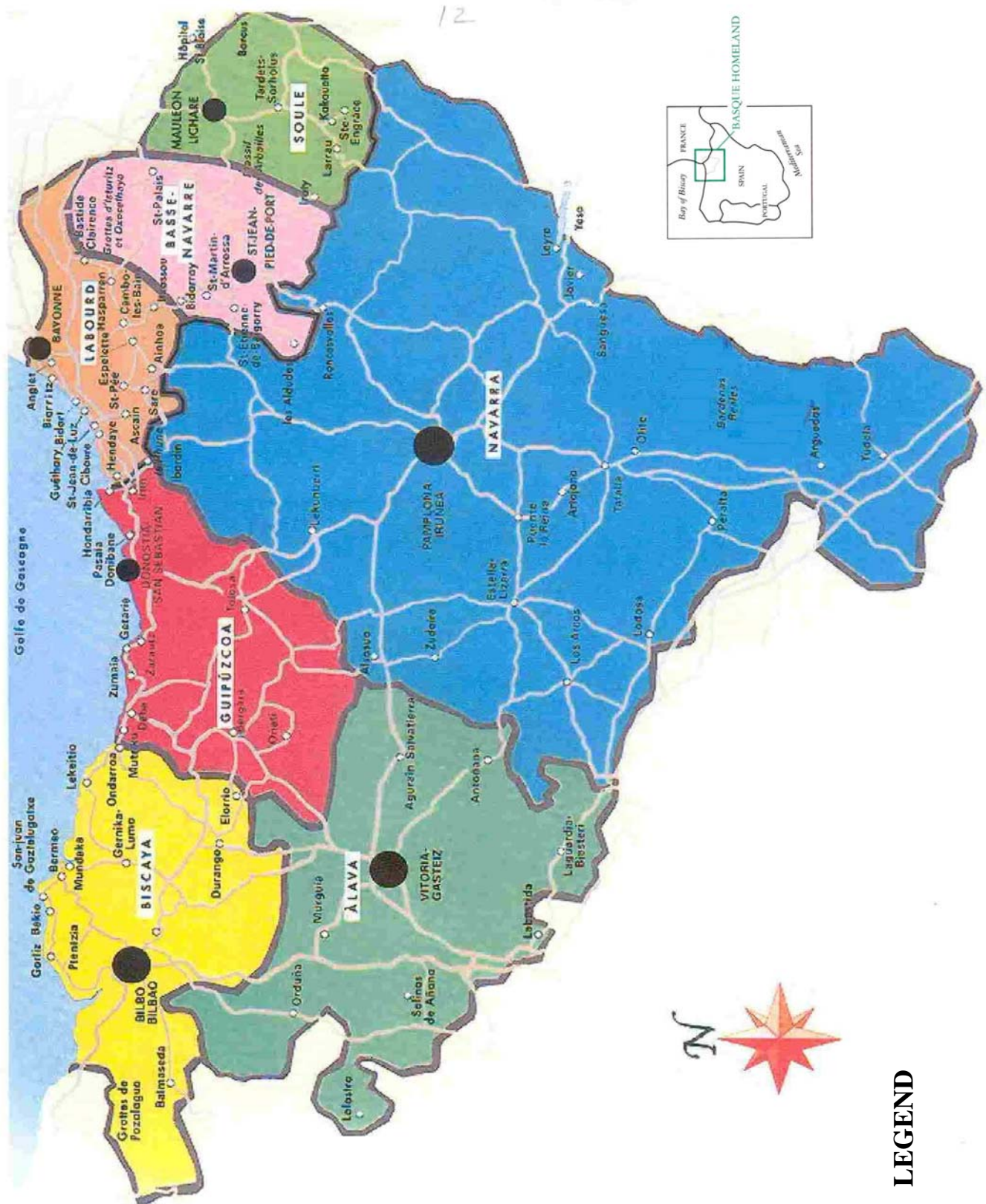
1. There are seven Basque provinces, four of them in Spain and three in France. The motto on the Basque code of arms is **Zazpiak Bat** which translated is "Seven that are One." On your map in the lower left, write **Zazpiak Bat** and in parenthesis write the translation.
2. With a black marker or pencil draw a box around the names of the provinces and label each as a Spanish (**Sp**) or French (**Fr**) Basque Province: **Biscaya (Sp)**, **Alava (Sp)**, **Guipuzcoa (Sp)**, **Navarra (Sp)**, **Labourd (Fr)**, **Basse-Navarre (Fr)**, and **Soule (Fr)**. In your legend draw a black box and label this symbol **Basque Province**.
3. Locate the city of Bilbao. It is the provincial capital of Biscaya (also Viscaya). The city is a major seaport and industrial center and home to the Guggenheim Museum Bilbao - a modern art museum, one of several museums of the Guggenheim Foundation. The building, opened in 1997, is designed to resemble a ship. Thin titanium panels resembling fish scales cover a large area of the building. This is a must-see for tourists. Circle **Bilbao** with a black marker. In your legend place a large black dot and label this symbol **Provincial Capital**.
4. Locate Gernika-Lumo, also in the province of Biscaya. In April 1937, during the Spanish Civil War, this rural town was bombed in an attempt to weaken Basque *nationalism*, a strong pride in one's ethnic group. More than 1,000 people were killed. Boise has had a sister-city relationship with Gernika since 1992. Its purpose is to honor Idaho Basques and also strengthen the link between the Boise and Gernika communities. Underline **Gernika-Lumo** on your map with a black marker.
5. Vitoria is the capital city of the province Alava and the home of the Basque government. Circle **Vitoria** on your map.
6. Locate the city of Pamplona, the provincial capital of Navarre. Pamplona is famous for the "Running of the Bulls." The author Ernest Hemingway loved bullfighting and wrote about this event which helped to make it famous. Ernest Hemingway died at his home in Ketchum, Idaho, and is buried there. Circle **Pamplona** on your map with a black marker.
7. San Sebastian is the capital city of the province Guipuzcoa. Locate this coastal city. On what body of water is it situated? (Consult **Map#1 - Europe**, if necessary.) Label this water body. Because of its location, San Sebastian is a popular beach resort. Circle **San Sebastian**.
8. Now cross to the French side - the Northern Basque Country. Locate the Provincial capitals of **Bayonne** (Labourd), **St Jean Pied-De-Port** (Basse-Navarre), and **Mauleon Lichare** (Soule), and circle them.

## Map 1 - Europe



## LEGEND

Map 2 – The Basque Country



## Extension Activity

As an on-going component of this lesson, search for and report on news articles relating to ethnic group issues throughout the world. Although articles reporting discord or violence among various groups may be more prevalent, look for any that exemplify Clifton Taulbert's concept of *brotherhood* - "the habit that reaches beyond comfortable relationships to extend a welcome to those who may be different from yourself."

One such example is the article, "Kashmiri separatists hope quake relief efforts will further their cause," *The Idaho Statesman*, October 11, 2005. To summarize, Kashmir is a disputed territory divided between predominantly Hindu India and predominantly Muslim Pakistan with both claiming it in its entirety. Following the devastating earthquake in that region, Kashmiri separatists, opposed to Indian rule but living on the Indian side, rushed in with an aid effort worthy of worldwide attention. Separatist leader Yasin Malik said, "There are no Pakistanis or Indians here, just Kashmiris." Members of two separatists groups began the relief effort within hours of the quake. As with the Basques, many residents of Kashmir have campaigned for independence.

Look for other such examples as in Indonesia following the December 26, 2004 tsunami.